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ABSTRACT

Task force activities in three states regarding Comprehensive Employment and Training Act (CETA) and education collaboration activities on three policy issues are summarized. Focus is on three specific issue areas in three states: academic credit for work experience (Maryland), educational components of CETA (Louisiana), and administrative requirements of CETA (Minnesota). The six-step collaborative process used in each state is outlined: problem identification, goal-setting, establishment of time frames, group seeks information, constituency input, and progress report. The specific activities are described together with corresponding outcomes. In addition, the report presents an overview of the governance structure of the education community at the state level and of educational governance of specific CETA-education issues in each of the project states. The information found in the appendixes, amounting to one-half of the report, includes summaries of copies of the products developed by each state (policy statements, state board of education resolutions, position papers, reports, and handbooks) and organization charts and directories of key contacts in the education, employment, and training governance structure in the three project states. (YLB)

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CETA - EDUCATION

COLLABORATION ISSUES

IN THREE STATES

Volume I

National Association of State Boards of Education

526 Hall of the States

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Washington, D.C. 20001

August, 1979

U.S. DEPARTMENT OF HEALTH, EDUCATION & WELFARE
NATIONAL INSTITUTE OF EDUCATION

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PREFACE

The recently passed Comprehensive Employment and Training Act Amendments of 1978 (CETA) emphasize communication between the employment and training community and the education community through the one percent CETA-education linkage requirements, the CETA-local education agency (LEA) agreement requirement and other provisions. The legislation recognizes a great need for the two groups to work toward joint planning and implementation of policies and programs, to avoid redundancies or gaps in the CETA-education cosponsored programs and to improve the scope and quality of these programs.

Achieving these goals will require a concerted effort on the part of policymakers as well as program implementors who represent a variety of interest groups. The process of cooperation and change can be lengthy and complex, but can also create dramatic improvements in the preparation of youth and adults for the world of work.

The National Association of State Boards of Education prepared two reports on CETA-education collaboration: Volume I CETA-Education Collaboration Issues in Three States and Volume II Education Governance and Youth Employment Issues. This report, Volume I, focuses on three specific issues areas in three states:

1. Louisiana - educational components of CETA
2. Maryland - academic credit for work experience
3. Minnesota - administrative issues of CETA-education cooperation

A task force in each of the states used a collaborative process to identify problem areas and to develop strategies for responding to those problems. In addition, an overview of educational governance and specific youth employment issues in the three states is presented, as well as organization charts and directories of key contacts in the education and employment and training communities in the three states.

The second report, Volume II, outlines the education governance structure as it exists at state and local levels. The four most common forms of state governance structure are identified, as well as some less common forms. In addition, a state-by-state analysis is given of four specific issues: curriculum, guidance and counseling, secondary school graduation requirements and educational personnel certification standards. These issues have arisen as CETA prime sponsors and local education agencies work toward developing policies and programs for CETA eligible youth and adults.

The project's advisory committee was instrumental in clarifying issues and providing guidance on the documents prepared for the education, and employment and training communities. NASBE is appreciative to the members for their efforts and time they gave to the project. They are Edwin Cain, then representing the Council of Chief State School Officers; Susan Erkel, then representing National Governors' Association; Richard Graham, then representing Youthwork; Kitty Higgins, Domestic Policy Council; Robert Ivry, Youth Programs, City of Baltimore; Ed Keller, National Association of Elementary School Principals; Richard Kruse, National Association of Secondary School Principals; Michael Resnick, National School Boards Association; Joseph Scherer, then representing the U.S. Office of Education; and Donald Tharpe, American Vocational Association.

The National Association of State Boards of Education is indebted to Dr. Russel W. Meyers, Associate Professor of Educational Administration at the University of Colorado, for writing major sections of the report on educational governance.

Several of NASBEs staff contributed to these reports which were developed as part of NASBE's contract with the U.S. Department of Labor. Anne Radford Court had the major responsibility for planning and developing activities such as: the membership of state task forces, identification of state problem areas and formation of relevant strategies, coordination of states' products and outline of educational governance mapping. Cathlene D. Williams was instrumental in compiling data on state governance structures in the education and employment training systems, identifying resource materials on specific governance issues and assisting in site visits to project states. Robert A. Berlam was the overall supervisor of the project.

We are appreciative of the editorial assistance provided by Dinah Prentice and clerical assistance provided by Loretta E. Lamb, Karen J. Russell and Gloria Pitt.

Wesley A. Apker
Executive Director
National Association of State
Boards of Education

INTRODUCTION

The National Association of State Boards of Education and the Department of Labor identified three principal issues in the youth employment area which could be addressed at the state level: (i) academic credit for work experience (ii) adminstrative requirements of CETA, and (iii) educational components of CETA/YEDPA programs. A brief description of each of these issues follows:

Academic Credit for Work Experience

Academic credit is currently awarded for community based learning in programs such as cooperative education. However, this is not necessarily the situation for comparable work experience in CETA programs. The Youth Employment and Demonstration Projects Act (YEDPA) stated that academic credit may be awarded for competencies derived from work experience obtained through CETA/YEDPA programs and that this credit, which may be awarded by education institutions and agencies, should be consistent with applicable state law. This provision has been incorporated into the CETA Amendments of 1978.

Currently, there are many programs which provide credit for work experience. However, the transferability of these programs' guidelines for awarding credit for learning sponsored through CETA was unclear at the beginning of the project. There was also little information available in a central location on existing state standards for awarding credit and the relationship between competency, credit and program quality.

Administrative Requirements of CETA

The issue of separate employment standards for schools and CETA prime sponsors is raised as we discuss the development of CETA-youth programs in the present education system. The admininstrative problems which arise include a lack of syncronization of funding cycles, school calendars and school and CETA planning cycles. Also the education and CETA reporting requirements for project budgets and project effectiveness are considered burdensome.

Educational Components of CETA/YEDPA Programs

A major emphasis of the CETA/YEDPA legislation is to improve the transition between school and work. To maximize the utilization of existing resources in both the education and employment and training systems, it is necessary to develop a process to involve both communities and coordinate education sources of funding with CETA/YEDPA funding. In addition, the coordination thrust implies that education and employment and training programs and services could be complementary to one another rather than duplicative.

Three states were selected by the project advisory committee to participate in the project, one state in each issue area, based on evident interest and need in the area. Louisiana was selected to concentrate on educational components of CETA; Maryland to study academic credit for work

experience; and Minnesota to focus on administrative issues of CETA-education cooperation.

A task force of representatives from the education and employment and training communities in each state was selected, and three or more meetings of the task force were scheduled in each state. The following agencies and/or organizations were represented in the state task force:

- Governor's office
- State Board of Education
- State Department of Education
- State Employment and Training Council
- CETA Prime Sponsor
- Local School Board
- Local School District

Each task force began its activities by identifying problems relevant to employment and training/education collaborative efforts and then proceeded to develop strategies to respond to those problems in their particular issue area. The following report describes (i) the overall collaborative process used in the three project states, (ii) the specific collaborative process and product developed by each of the three task forces, (iii) the governance structure of the education community at the state level in each of the project states, (iv) educational governance of specific CETA/education issues in the three project states, and (v) charts depicting key contacts in the employment and training governance structure in the three project states.

THE COLLABORATIVE PROCESS AND PRODUCT

Policymakers have a special obligation to make certain that decisions which affect the lives of many are made as the result of careful planning and thought. Too often in the past, policies have been formed in reaction to external events, rather than through foresight and systematic analysis. The problems confronting today's decision-maker are more numerous and complex than ever. Inflationary pressures, red tape, sunshine laws,and the demand for fiscal accountability are just a few of the realities which must be dealt with. In addition, constituencies are changing. New pressure groups are being formed, and new lobbying efforts are underway. An increasingly skeptical public must also be taken into account.

As a result of these shifts, most policymakers today recognize the need for a new approach which is flexible enought to cope with rapidly changing circumstances, but disciplined enough to respond to limeted time frames.

This approach must be based on a few simple principles, namely:

- that the rationale behind any policy is understood by those who make it and those who carry it out;
- that its impact is assessed before it is adopted;
- that workable timelines are framed and adhered to;
- that cost projections are rigorously analyzed;
- that implementation strategies are worked out well in advance.

But perhaps most important, the policy development process must be viewed as a collaborative one, with the appropriate people included during certain well-defined stages of deliberation.

Over the past four years, the National Association of State Boards of Education has developed such a Comprehensive Approach to Policymaking (or "CAP"), then further refined it in workshops and training sessions throughout the United States. CAP, like many other management models, is process-oriented. It uses eleven basic steps, or phases, to help the policymaker in dealing systematically with complicated and sensitive issues. These steps as outlined describe the process used by NASBE with state boards to develop new policies.

Later in this section, we describe how this process was adapted to the particular needs of the state task forces and the product which was the end result of the task force efforts. A description of the total process leading to formulation and evaluation of new policies is given below.

(Step 1): Problem Identification

The first step is simply to recognize that the need for a new policy exists, or appears to exist. At this point the board must decide whether the issue seems to warrant any further discussion. If it does, the board will acknowledge this and schedule the issue as a specific item for an upcoming work session.

(Step 2): Goal Setting

The Step Two work session is the single most important phase of the development process. Its purpose is to make sure that everyone involved in the policy process -- the board, the chief executive officer, key staff members-- understand why the new policy is needed. A number of key questions must be raised. What are the goals of the policy? What will the impact be? Who will be affected and how will they react? Who should be consulted during the development process? How will the policy be implemented? By the end of this first work session the board should be able to state, in writing, what the goals and objectives of the policy are and how it plans to achieve them.

(Step 3): Establishment of Time Lines

After it has been decided what steps are needed to develop the policy, the board must establish a realistic timeframe for reaching the various objectives, beginning with the date it would like to see the policy formally adopted. When this date has been set, the board should also set specific deadlines for work sessions, data gathering, and progress reports.

(Step 4): Identification of Needed Information

During (or shortly following) the first work session, the board must decide what kinds of information are needed before any drafts of the policy can be written. This data-gathering should include a description of the state-of-the-art; a review of existing research; and a summary of similar policy actions around the country.

(Step 5): Constituency Input

Another valuable source of information will come from those constituencies which will be affected by the policy. The board may decide to ask for written comments, or to establish ad hoc task forces, or to hold formal hearings on the issue. Whichever route is chosen, it should be scheduled as early in the developement process as possible.

(Step 6): Progress Report on Data Collection and Constituency Input

Before the first drafts of the policy are written, the board should receive a detailed progress report on the results of the data collection, including any feedback from the various constituency groups. The board should review this report in light of the goals and

objectives outlined earlier, to determine whether the new data is compatible with those earlier projections. If not, the board may decide to follow an alternate approach.

(Step 7): First Policy Draft Presented to Board

The purpose of the first policy drafts is to give the board a full range of available options, along with the information it needs to make a wise decision. Accordingly, the first policy drafts should include the following support documents: a statement of the rationale of the policy; a timeline for implementation; a statement detailing how and when the policy will be evaluated; a description of possible political consequences; a projection of what the constituency reaction will be. In the case of a particularly sensitive issue, substitute language -- or even entirely separate policy drafts -- should be prepared, each with its own support documents. The board is now ready to discuss the drafts and to suggest any appropriate changes.

(Step 8): Second Policy Draft Presented to Board

The second policy draft is a polished statement incorporating all the changes suggested during the previous work session. It should also include: a statement clearly outlining the goals of the policy; a statement detailing the rationale of the policy and its objectives; a statement saying how the policy will be implemented, including a specific date when the board will be given an evaluation report. Other than some minor fine tuning of language the board is now ready to adopt the policy, unless it decides it needs additional information or feedback.

(Step 9): Review of Final Draft

In those cases where more data are needed, the board may decide to revise the policy's language to reflect this new information. Otherwise this step can be eliminated.

(Step 10): Adoption of Policy

The board is now ready to formally adopt the policy. Hopefully this will occur on or around the target date established months earlier.

(Step 11): Monitor, Evaluation and Revision

Once the policy has been adopted, its impact must be monitored and interim reports made. Finally, within one to three years, the policy's effectiveness should be completely evaluated.

This comprehensive approach to policymaking was utilized to the extent time would allow in the three project states. Over a period of four months, the task force members were able to work through several, but not all of the eleven-step process outlined, with the purpose of developing a

product in the specific issue area. The steps included the following: (i) identifying state-specific problems, (ii) establishing some goals in response to the problems, (iii) establishing timelines for the activities, (iv) related information gathering, (v) input from various groups during stage (iv); and (vi) reporting on the progress of the information gathering and achievement of goals. During the four months, each state task force met at least three times. The primary responsibility for the scope of activities lay with the members of the task force. NASBE's role was to act as a facilitator when necessary and/or resource to the group. NASBE staff convened the initial meeting of the task force in two states to outline the project framework and purpose of the task force. Subsequent meetings and most of the meeting logistics were arranged by a state representative determined by the group. NASBE staff participated in most of the three states' task force meetings to assess the progress toward attaining the project objectives and to share the experiences of each of the states and related national activities.

The following sections indicate the relevant steps covered in each of the project states. The specific activities are described together with corresponding results. The products developed by each state include policy statements, state board of education resolutions, position papers and handbooks. Included as part of this publication are summaries of the extensive reports and copies of other outcomes such as resolutions. They may be considered as examples of possible approaches to respond to these specific CETA/LEA collaborative issues.

LOUISIANA EDUCATIONAL COMPONENTS OF CETA

Step I - Problem Identification

As part of the process of identifying problems in the CETA/education area, individual meetings were held by NASBE staff with task force members. The issues raised then provided the initial discussion point for the task force when it met as a group the following day. Members of the task force were concerned with CETA/education communication at the state level and between state and local levels, and the extent of the relationship between CETA programs and the education system. More specifically, the following problems were identified:

1. Employment and training officials were unsure of whom they should contact within the State Education Agency (SEA) and/or the Board of Elementary and Secondary Education (BESE) in the area of CETA and education/CETA linkages.

2. BESE was concerned about educational programs being developed by CETA prime sponsors which might duplicate programs already established in the education system.

3. There was not a clear understanding of the flow of CETA funds from the federal government to the various agencies in the state.

Step II - Goal Setting

At the end of the first meeting, the group decided that there were two groups of activities which needed further consideration. These were:

1. Development of matrix of state and local public agency responsibility for current money flow/program flow and identification of areas of overlap and gaps in services to CETA target populations.

2. Development of effective communication within and between employment and training and education agencies through the establishment of:

   a. a coordinating unit within the SEA for CETA/YEDPA activities and related activities with BESE Board and local school officials

   b. a BESE Board committee on CETA/employment and training issues

   c. a central state entity to coordinate employment and training/education linkage efforts

   d. expanded activities of the State Employment and Training Council to provide information to the education community on CETA programs and offer awareness workshops on the relationship between education and CETA.

During subsequent meetings, members crystalized specific activities to meet the needs identified. These included:

- o a recommendation to the BESE Board that they establish a CETA-Vocational Education Subcommittee of the present Vocational-Technical Education Committee to the Board
- o identification and description of CETA funds that come into the state
- o development of a position paper reflecting the areas of need in CETA and Vocational Education identified by task force members, their suggested responses, and resources available in the state for these activities.

It was agreed that the first activity on the recommendation to the Board would involve all members whereas the information sharing would be the primary responsibility of the State Employment and Training Council and the Office of Economic Security. The position paper would be prepared by a subcommittee of the task force.

Step III - Establishment of Time Frames

The task force urged the establishment of a subcommittee to the BESE Board as soon as possible since they felt that the other activities would hinge on this. The remaining two activities, identification of state CETA funds and development of a position paper, were considered as on-going for the duration of the Louisiana task force's participation in the NASBE project. The agency representatives who had primary responsibility for the distribution of information on the flow of CETA funds into and within the state indicated that they would make this information available during subsequent task force meetings. The position paper was scheduled for completion by the end of May.

The time schedule was, therefore, as follows:

o establishment of subcommittee to the BESE Board	as soon as possible
o distribution of CETA-related information	on-going
o development of position paper	end of May

Step IV - Group Seeks Information

As was indicated above, information related to CETA funding was drawn from the relevant state agencies such as Department of Economic Security and the State Employment and Training Council. The position paper was prepared based on the issues raised during the task force meeting and the recommendations for action which were also made by members.

Step V - Constituency Input

Several members of the task force drew up a proposal on the establishment of a CETA-Vocational Education Subcommittee. This outlined the purpose, responsibilities and proposed membership of such a subcommittee. It was agreed that the principal activities of the subcommittee would be in the areas of employment and training planning and coordinating vocational education and employment-training programs. After consideration by task force members, the membership of the subcommittee was expanded from the original task force membership to include representation from the State Department of Education's Division of Vocational Education, Louisiana Vocational-Technical Directors' Association and the State Occupational Informational Advisory Committee. The complete membership which was decided on was the following:

- Governor's Office
- Division of Vocational Education, State Department of Education
- CETA Programs, State Department of Education
- State Employment and Training Council
- Louisiana School Boards Association
- Office of Employment Security
- Brusly High School
- CETA prime sponsor
- Governor's Special CETA Grants
- State Advisory Council for Vocational Education
- Louisiana Vocational-Technical Directors' Association
- State Occupational Informational Coordinating Committee

Step VI - Progress Report

It was reported in the March meeting of the task force that the task force's recommendation for creation of a CETA-Vocational Education subcommittee had been sumbitted to the BESE Board and referred to the Board's Committee on Vocational Education. This Committee recommended the establishment of a CETA/Vocational Education Informational Advisory Council instead of a CETA/Vocational Education subcommittee. The BESE Board accepted the committee's recommendation, and the informational council was established in March, 1979.

Also in this meeting, a presentation was given on CETA programs administered by Louisiana Department of Economic Security under current and prior federal laws. The following documents were distributed by task force members:

- a list of agencies responsible for delivery of CETA services
- an HEW summary of CETA legislation
- a chart depicting evolution of CETA programs in Louisiana and allocation of CETA dollars among user agencies
- an alphabetical guide to CETA regulations (Federal Register, Vol. 44, No. 65, Tuesday, April 3, 1979)
- CETA Final Rules (Federal Register, Vol. 44, No. 65, April 3, 1979)
- A Framework for Developing an Occupational Information System (draft), National Occupational Informational Advisory Committee, 1979
- a list of CETA titles and corresponding dollar amounts allocated to the state of Louisiana

The task force subcommittee formed to write the position paper reported that the paper would be completed by the end of May, 1979. This was in fact completed in July, thus completing the activities of the Louisiana Task Force. As it was stated earlier, most of the members of this Task Force are members of the Board's Informational Advisory Council.

Outcomes

The outcomes of CETA/education collaborative efforts in Louisiana are:

- the Louisiana Board of Elementary and Secondary Education Board Agreement regarding CETA-Vocational Education Informational Advisory Council. A copy of this agreement is given in Appendix A-1.
- position paper on CETA/education cooperation, CETA/Vocational Education Coordination in Louisiana. An executive summary is given in Appendix A-2. The full report is avilable separately.
- apparent increased collaboration between education and employment and training persons at state and local levels as evidenced by the summary of task force evaluations and the documents shared by participants.

MARYLAND - ACADEMIC CREDIT FOR WORK EXPERIENCE

Step I - Problem Identification

In the first of three meetings, members of the task force discussed various aspects of the academic credit for work experience problem. It was recognized that the state had several exemplary practices in this area, that the existing State Board of Education guidelines had had a beneficial effect on the establishment of academci credit for CETA youth programs and local school districts had been assisted in this area by the State Department of Education. However, at the same time there was some concern because only a limited number of the state's counties had arrangements for awarding credit for work experience, even though state department policy permitted and encouraged this. Some time was spent discussing the methods of awarding credit in the three school disctricts represented in the task force which were considered exemplary districts and the practical and philosophical problems which arose in this area.

The first meeting ended with an agreement that there was a need to document the exemplary school districts' experience in awarding credit. This documentation would (a) provide the basis for activities with remaining school districts to increase their interest in the area of awarding credit, the available mechanisms and programs worthy of credit, and (b) provide information on experiences and recommendations of LEAs and CETA prime sponsors which may help inprove LEA-CETA relationsips in other states.

Step II - Goal Setting

The tas force agreed that its objective would be to increase its collective awareness of the experiences and problems in this area. They, therefore, sought to answer the questions of what they would do to accomplish this, who would carry out the task and how the tasks would be carried out. The members decided that during the four-month involvement with the NASBE project a product would be developed which would include the following information:

- identification of existing policies and programs. This would include a description of the existing state education governance structures, state statutes and guidelines. At the local level data would be gathered on the exemplary practices as well as role of the local school board in awarding credit.

- identification of barriers to awarding credit for work experience. This would describe difficulties that lcoal CETA and LEA practitioners and program operators have experienced in this area as well as identifying barriers that still remain. It would distinguish between barriers which arise from both state and local guidelines, practices or policies.

- identification of needed policy actions at state and local levels. These suggestions or recommendations would be based on current experiences of task force members at the state and local level in both the education and employment and training communities.

The task force also agreed to subcontract a consultant identified by the Maryland State Department of Education staff, to gather this information and write the report following the outline indicated above. The consultant's fee would be paid from the funds made available to Maryland from NASBE's contract with the U.S. Department of Labor.

The consultant would gather most of the data on the identification of programs, past and present barriers and needed policy actions through an interview process. Each member of the task force would be interviewed by the consultant. The interview would be based on a questionnaire which delineated the concerns and problems raised in the earlier part of the meeting. (A copy of this questionnaire is included at the end of this report.) In addition, the State Department of Education agreed it would bring together all the relevant information on state statutes and guidelines which affect the awarding of academic credit for work experience.

Step III - Establishment of Time Frames

During the first task force meeting which took place February 8, 1979, the following tentative time schedule was outlined:

o Pre-testing of questionnaire through limited numbers of interviews	February
o Results of pre-testing, preliminary report on mechanisms of awarding credit	March 8
o Data collection and draft of report	Mid-April
o Final report preparation and forwarding to NASBE	Mid-May

Step IV - Group Seeks Information

As indicated earlier, information for the product was gathered primarily through interviews with members of the task force. Additional information, such as state legislation and guidelines, was obtained from the State Department of Education's publications.

Step V - Constituency Input

The questionnaire was developed by the consultant with assistance from State Department of Education staff. The questions were drawn from the concerns raised in the first task force meeting. This questionnaire was pre-tested during the month of February. In the second task force meeting, members made a preliminary analysis of the information and data gathered during this period and offered suggestions for revising.

Step VI - Progress Report

The third task force meeting was held in mid-April. The purpose of the meeting was to discuss the draft of the report prepared by the consultant. Members corrected program descriptions and provided more

complete information on state statutes and guidelines. This information was needed to enable a person not familiar with the state to understand the state's education governance structure and responsibilities of the state and local agencies in this area.

Modifications were also made to the suggested state and local actions. These changes were noted by the consultant and incorporated into the final report which was submitted to the Maryland Department of Education at the beginning of May.

The third meeting brought the task force activities, as part of NASBE's contract with the Department of Labor, to a close. Members present suggested, however, that the group continue to meet on an ad hoc basis to discuss other aspects of credit for work experience.

Outcomes

- development of a report on awarding academic credit for work experience in Maryland. An executive summary of that report is given in Appendix A-3. The full report may be obtained separately.

- apparent increased collaboration between education and employment and training persons at state and local levels as evidenced by the summary of task force evaluations and interest in continuing meeting on an as-needed basis.

MINNESOTA - ADMINISTRATIVE PROBLEMS OF CETA

Step I - Problem Identification

The description of the process for identifying problems and determining appropriate strategies varies somewhat from the other two states. More time was spent during the first two meetings in identifying a range of problems, grouping them into types of problems and then collectively placing them in a priority order. As part of the process to determine the specific problems encountered in Minnesota in this area, NASBE staff met individually with most of the members of the Minnesota Task Force the day before the first task force meeting. The problems raised during those meetings served as the initial discussion point for that meeting. Members elaborated on the specific problems so that the whole group was aware of the concerns in the different agencies or levels in the education and employment and training systems. Through rank order voting the group narrowed the focus for discussion to three problem areas:

1. Differences in philosophy, attitudes, information and commitment of the education and CETA systems in the development of CETA-youth programs

2. Lack of concensus and poor communication between the prime sponsors and LEAs on issues such as eligible populations to be served, quality vs. equity and adequate performance criteria to discourage selective participants for these programs

3. Dissimilar geographic boundaries and the resulting unique problems.

Some time was spent with three subgroups to focus on one of three problems identified. Each subgroup considered the specific nature of the problem and attempted to determine the strategies which could be employed and who should respond to these problems. It was realized that in order to adequately respond to the questions of "how?" and "who?" it was necessary to have more time to clarify the specific nature of the problem.

The second task force meeting in March, therefore, was devoted to a clarification of the problem areas. After a brainstorming period and rank order voting, the specific issues fell into two groups. The first group consists of four principal difficulties, with the following subsections:

1. Lack of a mutal planning process; two systems do not sit down early and plan jointly

   - prevents "ownership"

   - prevents mutal respect owing to non-participation

   - lack of agreement on target groups

   - no agreement on activities (to serve common goals)

- no input in each other's system
- lack of joint program development strategy
- common measureable objectives missing

2. Lack of CETA-LEA "system" understanding
   - LEAs do not understand CETA purposes
   - LEAs do not understand CETA's system
   - CETA ignorance of the school system
   - stereotyping of each other's system
   - LEAs do not understand their own system
   - skewed planning cycles
   - lack of common terminology
3. Implementation problems
   - multiple reporting systems
   - conflicting monitoring systems
   - complication of third parties
   - out-of-network discretionary programs
   - locally generated reporting requirements
   - stigmatization of clients
   - chain of command communication problems
4. Fiscal problems
   - uncertainty of continued funding
   - funding years are incongruent
   - administrative hassles linked to funding uncertainty
   - staffing complication arising from temporariness of funding

The second group consists of individual considerations such as:

5. Inconsistent interpretations of regulations and requirements
6. Unclear training responsibilities

- career education

- basic skills

7. Lack of general acceptance (by educators) of CETA

The list of priorities was sent to each task force member. They had agreed that they would consider each of the items and offer strategies to respond to them. The purpose of the third task force meeting was to consider the suggested strategies. They fell into four categories:

- o writings (signed accords, clear policy issuances, monitoring agreements)
- o meetings (conferences, small group trust building sessions)
- o incentives (praise, financial bonuses)
- o use of intermediaries (e.g. state agencies and education associations)

Within the four group problem areas, there were an average of eleven suggested strategies. These were reduced in the third meeting (early April) to the following:

Problem No. 1: Lack of a mutual planning process

Reduced list of proposed solutions

1. Develop a CETA-education program planning workbook which could be specific to the process and could serve as a policy and procedural outline
2. Conduct CETA-education planning and development workshops
3. Create and disseminate a list of ideas to publicize working together
4. Develop and disseminate for action a list of ideas for incentives for cooperation

Problem No. 2: Lack of mutual understanding

Proposed solutions

1. Create and fund a position for a public relations worker to encourage statewide cooperation
2. Institute a continuing education, undergraduate and/or graduate level series of credit courses for professionals in both systems, on CETA-education cooperation

3. Institute a short-term exchange program between education and CETA to facilitate concentrated exposure to each other's system

4. Urge that a chair be established on employment and training at the Humphrey Institute of Public Affairs

5. Create a statewide speaker's bureau consisting of CETA and educational personnel.

Problem No. 3: Implementation difficulties

Proposed solutions

1. Provide management consultants relative to CETA-education cooperation to prime sponsors and LEAs

2. Train third parties (CBOs) on roles and perspectives of CETA and education so that problems can be confronted rather than circumvented

3. Encourage (and provide incentives for) the blending of CETA and educational resources so that a program can serve both CETA eligible and non-eligible persons.

Problem No. 4: Fiscal problems

Proposed solutions

1. Seek permission from DOL to experiment with a 2-year or 3-year funding cycle

2. Develop an information book on meshing CETA and educational budgets and accounting systems.

In the individual problem areas, there were also ideas for further consideration and action.

Problem No. 5: Inconsistent interpretations

Proposed solution

1. Encourage prime sponsors and LEAs to schedule forums to periodically discuss potentially problematic regulations.

Problem No. 6: Who's in charge of training?

Proposed solution

1. Develop a position paper on CETA-education cooperation and draft a CETA-education linkage resolution to be considered by SBE for adoption

Problem No. 7: Non-acceptance of CETA by educators

Proposed solution

1. Encourage CETA and education personnel to develop professional contacts

Step II - Goal Setting

After reviewing the condensed list of suggested actions, the task force members agreed that the three actions which should be focused on were:

- o development of a CETA-education program planning workbook;
- o development of an information book on CETA-education budgets and accounting systems; and
- o development of a position paper on CETA-education cooperation and/or employment policy to be adopted by the SBE.

The group also recommended that the handbooks be prepared by consultants identified by the State Department of Education. The position paper would be developed by the State Department of Education and Department of Economic Security staff.

Step III - Establishment of Time Frames

The task force set a May 15 deadline for the preparation of the handbook drafts. It was agreed that the position statement should be developed and submitted to the SBE as soon as possible.

Step IV - Group Seeks Information

Subcommittees formed from the task force outlined the contents of the two handbooks and specified the type of information which should be brought together. Individual contracts with task force members were made by the consultants during the process of writing the reports.

Step V - Constituency Input

When the position statement was developed, it was distributed to the task force for their comments. The revised statement was then submitted to the SBE.

Steps VI/VII - Progress Report

In the May task force meeting, it was announced that the position statement on CETA and education linkage had been adopted as a SBE resolution in the Board meeting May 14.

The two handbooks were reviewed by task force members and suggestions offered on their improvement. It was decided that the handbook "Planning Together" should be distributed with appendices to both educators such as school board members and members of education associations representing teachers, principals and superintendents, and CETA prime sponsors. It was agreed that a special effort should be made to introduce persons to the use of the booklet through fall meetings of the state organizations and appropriate workshops. A subcommittee was formed to make the final revisions of the handbook and add appendices as considered necessary to enhance its value as a resource package.

The group decided they would meet again when the "Planning Together" document was complete at the beginning of July. It was recommended that members consider whether the group should continue to meet after that meeting and for what purposes.

Outcomes

- Adoption of resolution on CETA-education cooperation by Minnesota State Board of Education. A copy of given in Appendix A-4.

- Development of a handbook on planning CETA-youth programs for CETA prime sponsors and local school districts. An executive summary of the handbook is included in Appendix A-5.

- Apparent increased collaboration between education and employment and training persons at state and local levels as evidenced by the summary of task force evaluations and interest in continuing the meetings on an as-needed basis.

EDUCATIONAL GOVERNANCE STRUCTURES

In the first part of this report, we presented information on the process used by the project state task forces to address a specific issue area in CETA-education collaboration, the problems identified in that issue area and the actions developed by the group to respond to those problems. This information is complemented by description of the existing education governance structure in each of the threee states contained in the second part of this report. The final part is a summary of governance of particular CETA/education issues (e.g. curriculum, guidance and counseling programs, secondary school graduation requirements) and identification of key contacts in the employment and training structure in these states. This state-specific governance information pararrels the more general discussions for the fifty states in Volume II: Educational Governance and Youth Employment Issues.

Maryland and Minnesota have similar structures for educational governance -- an appointed State Board of Education (SBE) which appoints the Chief State School Officer (CSSO). This model ("Model I: Governor State Board of Education," described more fully in Volume II) is seen in 15 of the 50 states. Louisiana, on the other hand, is unique; it is the only state which has a majority of the SBE members elected, a minority appointed by the governor and an elected CSSO.

Maryland and Minnesota represent structures which maximize the Governor's role in education through the power to appoint members to the SBE. Louisiana minimizes the governor's appointment role and emphasizes citizen participation in the election of both SBE members and the CSSO.

LOUISIANA

Louisiana's SBE is composed of 11 members, eight elected by partisan ballot and three appointed by the governor. The eight elected members represent eight specific congressional districts and are elected by the voters within the district. The three appointed members represent the state-at-large. All members serve six-year overlapping terms. The CSSI is also elected, by a state-wide partisan ballot, for a four-year term.

Louisiana's schools are organized in 66 local public school districts. With two exceptions, these are all parish-wide (county-wide) districts; Bogulusa City and Monroe City schools are distinct districts within parishes. Districts ranged in size in 1977-78 from 1,823 to 93,905 pupils registered.

A chart indicating personnel in the Louisiana educational governance structure at the state level with whom CETA representatives might wish to collaborate is included in Appendix B.

MARYLAND

The Maryland SBE has seven members, appointed for five-year, overlapping terms. The SBE appoints the CSSO who serves a four-year term. This is contrary to the practice in most states where the SBE appoints the CSSO to serve at the pleasure of the Board.

Maryland is organized into 24 local school districts, each with its own local school board and superintendent. These are, with a single exception, county-wide school districts. Baltimore City schools form a district separate from the Baltimore County Schools. School districts in Maryland ranged in size during 1975-76 from 3,578 to 149,440 pupils enrolled.

A chart indicating personnel in the Maryland educational governance structure at the state level with whom CETA representatives might wish to collaborate is included in Appendix B.

MINNESOTA

The Minnesota SBE is a nine-member board, with one member selected from the state-at-large, and each of the others representing one of the eight Congressional Districts in the state. SBE members are appointed by the governor to four-year, overlapping terms. The SBE, which also serves as the State Board for Vocational Education, apppoints the CSSO who also serves a four-year term.

Minnesota's schools are organized into 440 distinct local school districts, each with its own superintendent and local school board. These districts ranged in size in 1975-76 from just under 100 to more than 54,000 enrolled pupils.

School districts provide a variety of services on a district basis. A variety of services are provided by school boards through educational cooperatives. Services frequently provided through cooperatives include special education, vocational education, and educational planning. A variety of CETA-education co-sponsored programs are being offered through educational cooperatives at the secondary, postsecondary and adult levels.

A chart indicating personnel in the Minnesota educational governance structure at the state level with whom CETA representatives might wish to collaborate is included in Appendix B.

EDUCATIONAL GOVERNANCE OF SPECIFIC CETA/EDUCATION ISSUES

Four issue areas were identified by the project advisory committee to be of special interest to employment and training officials. A summary of these four issues in the three project states follows.

CURRICULUM

All 50 states require local school districts to offer certain programs prescribed and/or approved by the state. In Maryland, curriculum guidelines are determined by the SBE and the local school board. In Minnesota, state legislation requires a local planning, evaluating and reporting (PER) system with involvement from the community; the majority of programmming and curriculum is determined by the local school boards after completing this PER system. In Louisiana, the SBE, the CSSO and the local school board determine curriculum guidelines.

GUIDANCE AND COUNSELING PROGRAMS

Guidance and counseling functions in local schools are required by the SBE in 19 states, including Louisiana, Maryland, and Minnesota. Requirements for guidance and counseling programs are determined in all three project states by the SBE and the local school boards.

SECONDARY SCHOOL GRADUATION REQUIREMENTS/PERFORMANCE STANDARDS

As in 28 other states, the SBEs in the three project states determine the minimum number of credits required for secondary school graduation. Performance standards are established by local school boards in the three states, and credit is awarded by the local boards.

EDUCATION PERSONNEL CERTIFICATION STANDARDS

In all but two states, certification or licensure for teachers is a prerequisite for employment in the education system. The SBE in 42 states, including Louisiana and Maryland, has authority to determine certification standards. In Maryland, as in three other states, the CSSO shares this responsibility with the SBE. Louisiana's State Department of Education implements the standards set by the SBE. In Minnesota, personnel licensure requirements for standard licensed personnel are determined by the Board of Teaching which is appointed by the governor. The secondary, postsecondary and adult vocational licensure requirements are determined by the State Board for Vocational Education (which is the SBE). Administrative licensure requirements are determined by the SBE.

OTHER ISSUES

Other important issues identified by the advisory committee were:

Accreditation. In Louisiana, Maryland, and Minnesota the local public schools must meet certain minimum standards set by the State Board of Education; however, schools are not accredited by the SBEs. In Maryland,

the Middle States Association of Colleges and Schools accredits public and non-public schools. The North Central Association of Colleges and Schools accredits 275 of the public secondary schools and two of the area Vocational-Technical Institutes in Minnesota.

GED Programs. General Education Development (GED) programs are authorized by the SBE in all 50 states. In Maryland there is a state statute which addresses the establishment of GED programs.

Funding and Use of School Resources. Typically, federal and state funds are distributed to local education agencies (LEAs) through the CSSO, acting on behalf of the SBE and the state legislature. In Maryland, decisions about use of local school resources are made by the local school board and the local administration. In Louisiana and Minnesota, such decisions are influenced by state statute, the SBE and the local school board. To determine whether or not a particular LEA could co-sponsor a basic skills or job training program, one would typically contact the local school board and/or the local administrator.

THE EMPLOYMENT AND TRAINING COMMUNITY

Although the focus of the previous section has been on the governance of education and the level at which education decisions are made it may be useful to educators to be familiar with employment and training governance structures to assist in the collaborative process. Charts depicting key contacts in the employment and training structure in the threee project states are included in Appendix C.

SUMMARY

This report indicates the results of working intensively over a period of four months through a state-level task force to focus on a particular issue and develop some courses of action. As it has been described earlier, the task force brought together representatives from the education, and employment and training communities, practitioners and policymakers at the state and local level. The basic premise of the task force activities is the acknowledged expertise of the different members and agencies represented and the collective ability to resolve outstanding problems and concerns. In this way, quality programs and services are developed, duplication is minimized and the client population receives more comprehensive services through combining the resources of the education, and employment and training communities.

Appendix A-1

STATE BOARD OF ELEMENTARY AND SECONDARY EDUCATION CETA/ VOCATIONAL EDUCATION INFORMATION ADVISORY COUNCIL

The State Board of Elementary and Secondary Education, as the constituted State Board for Vocational Education in Louisiana, does hereby establish with the following agencies a "CETA/Vocational Education Information Advisory Council", for the purposes of providing information on CETA and Vocational Education, which will provide for a better coordinated working relationship between the represented agencies, and which will assist in better State Planning for the State Board of Elementary and Secondary Education, particularly in regard to P.L. 94-482 the Vocational Education Amendments of 1976, Section 107(5), which required that the State Board in the State Plan for Vocational Education shall, "set out criteria which have been developed for coordinating manpower training programs conducted by prime sponsors established under the Comprehensive Employment and Training Act of 1973 with vocational education programs assisted under this Act and for coordinating such vocational education programs with such manpower training programs".

This agreement pertains to the CETA Legislation, the Comprehensive and Employment Training Act of 1973, P.L. 93-203, as amended, P.L. 95-523 and to the Youth Employment and Demonstrations Projects Act (YEDPA) of 1977, P.L. 95-93, and to the Vocational Education Amendments of 1968, P.L. 90-576, and to the Vocational Education Amendments of 1976, P.L. 94-482.

This CETA/Vocational Education Informational Advisory Council of the State Board of Elementary and Secondary Education does not abrogate any authority by the undersigned agencies herein, but serves as an informational Advisory Council for the State Board of Elementary and Secondary Education for purposes already stated.

Each designated agency will designate a representative to serve, with Advisory Council meetings at least quarterly.

The following designated agencies shall compose the State Board of Elementary and Secondary Education CETA/Vocational Education Informational Advisory Council:

This agreement is made and entered into March, 1979.

LOUISIANA STATE BOARD OF ELEMENTARY AND SECONDARY EDUCATION

By _____
J. Louis Watkins, President, State Board of Elementary and Secondary Education

By _____
Honorable Edwin Edwards, Governor
Governor's Office, P.O. Box 44044, Capitol Station,
Baton Rouge, LA 70804

By _____
Dr. James Stafford, Assistant Superintendent
Division of Vocational Education, State Department of Education

By _____
Ms. Clellan Thomas
CETA Programs, State Department of Education

By _____
Mr. Wallace Guerin, Chief, State Employment

By _____
Mr. James Prescott, Executive Secretary
Louisiana School Boards Association

By _____
Mr. Henry Vandrell, Youth Program Supervisor
Office of Employment Security

By _____
Mr. John W. Charleville, Building Principal, Brusly High School

By _____
Representative, Prime Sponsors, CETA Programs

By _____
Mr. Bob Fore, Supervisor, Governor's Special Grants, CETA

By _____
Dr. Donald Ayo, Chairman
State Advisory Council for Vocational Education

By _____
Dr. Allison Abshire, President
Louisiana Vocational-Technical Directors' Association

By _____
Mr. Tom Armatta, Director, CETA Prime Sponsors, Balance of State

By _____
Director, SOICC, State Occupational Information Coordinating Comm.

Appendix A-2

CETA-Vocational Education Coordination in Louisiana

Executive Summary

The CETA/Vocational Education Coordination report has a principal section with supporting materials. The section describes the activities of the task force including the areas of concern identified by task force members and the courses of action developed to respond to those areas.

Identified problems in CETA/Vocational Education coordination included: lack of clear coordination lines among relevant agencies, possible duplication of programs and lack of understanding of funding flow into the state. After discussion of those issues, the task force recommended establishing a CETA-Vocational Education Informational Advisory Council to the Louisiana Board of Elementary and Secondary Education. This recommendation was accepted and the Council became operational in April, 1979. The report describes the responsibilities and membership of the Council.

Background information on the identified problems is included as appendices to the report. Appendix A contains information on initiatives and programs developed with CETA funding. It also describes the administrative framework that is specified in the CETA Amendments of 1978 at the state and prime sponsor level. A brief description is given of some of the CETA-Education coordinating efforts such as the joint use of computer terminals. Appendix B outlines the organizational structure for policy and program development for Vocational Education in Louisiana. This is spearheaded by the Louisiana Board of Elementary and Secondary Education which also functions as the Board for Vocational Education. Its responsibilities are described and related to the Louisiana Department of Education's Division of Vocational Education and Louisiana State Trade and Vocational - Technical Schools. This information enables the council to view vocational, employment and training needs of youth for the whole state.

Appendix A-3

Academic Credit For Work Experience and Transition Services in Maryland

Executive Summary

The report on a study of awarding academic credit in LEA/CETA programs in the state of Maryland focuses on a description of (i) school-related CETA programs across the state and credit awarding mechanisms (ii) the related problems to awarding credit and (iii) actions suggested at the state and local levels to improve the current situation.

The report begins by outlining some of the reasons why local school districts have established academic credit for students that participate in CETA programs. These include:

- high risk potential dropouts are retained in school by offering them an alternative way of learning as well as earning credits toward graduation
- disadvantaged youth who have poor grades, low achievement level and high dropout rate can be served better
- more students can be served by expanding education-work programs and services with the additional financial and staff support.

CETA/LEA profile in Maryland

The first part of the report describes the existing CETA-LEA programs that award credit and the related local policies and practices.

Each of these examples is seen against the policy for high school graduation which is set at the state level. The Maryland State Board of Education has indicated that preparation for the world of work is one of five areas required for graduation. The minimum number of credits for graduation set by the state is twenty. Therefore, a participant in a CETA-LEA program that includes work experience and/or employability services can be awarded credit for graduation as one of the 20-credit requirements, or under one of the two options for alternative programs for graduation. A diploma is awarded to students who successfully complete either (a) a curriculum design which includes learning in seven broad categories not defined by a discipline or (b) a personalized program that is designed to meet the needs of the student.

Local Programs

The In-school Entitlement program provides work experience with a public or private employer for 11-15 hours per week. One-half credit is awarded for a minimum of 132 hours work per semester. This is assessed by an Employee Progress Report rated on a scale of 1-5 for 13 categories of which the student must obtain a 2.5 average. In addition, the student must maintain an academic average of 60% in academic courses and an 80% attendance rate at school and work. The student may earn one work-study credit per year through the program.

Prime Sponsors and LEAs jointly operate two programs for dropouts who read between the fifth and eighth grade level.

a) In one program students are assigned to one of the five occupational clusters or a one-year Experience Based Career Education program where five required academic credits and four work experience credits can be earned.

b) In the "extended day" program, older dropouts who read above the fifth grade level are assigned to a public or private employer in the morning and attend public vocational schools at the end of the regular school day to receive vocational skills training.

County Prime Sponsor A

Students from 70 schools in grades nine through twelve are provided a combination of work experience (senior high school) or career exploration and assessment (junior high school) and paid work experience. Academic credit is awarded for participation in the ninth, eleventh and twelfth grade components.

County Prime Sponsor B

This public school system has less of a problem with dropout rates but has a high proportion of graduates who have no career plans and few job opportunities. The YETP program is therefore a one-year program designed to provide career exploration, job seeking skills and occupational training. Participants are drawn from tenth, eleventh and twelfth grades. Students receive one-half elective credit for each of the first two courses. Students must successfully complete onecomponent of the program before registering for the next.

Balance of State Prime Sponsor

Among the twelve remaining school systems six have YETP in-school programs which receive some type of academic credit. Each offers work experience in conjunction with transition services provided in the schools. The amount of credit awarded varies from county to county with a maximum of 4 credits per year per participant.

Mechanisms for Academic Credit

Program Evaluation for Credit: Staff assess the learning opportunities a participant is likely to receive from a job experience. When approved, the work experience is presumed to be worthy of credit based on the staff analysis of the job and work site. The amount of time in a work situation is the primary means of assessment and awarding credit.

Credit for Prior Experience: The General Educational Development Test (GED) is available as a means of earning a high school diploma, for out of school programs. However, it is not used in Maryland for CETA-youth programs.

Experiences Designed for Credit: The work experience is evaluated primarily on the satisfactory fulfillment of job requirements and time on the job. Components are often designed for evaluation of learning skills and competencies and for awarding credit on the basis of evaluation.

Problems to Awarding Credit

Lack of Communication Between LEA and CETA

Communication between adminstrators and staff of the LEA and prime sponsor began because of a CETA regulation requiring the development of an agreement for the program. However there were some problems in developing the policy on local academic credit due to a misunderstanding of the role and objectives of each organization.

Faulty School System Perceptions of the Program

Approval for awarding of credit is more easily obtained when education officials and staff perceive the program as a school project funded through CETA rather than a CETA program operated through the schools.

Difference Between CETA Funding Cycle and the School Year

Timing of the allocation of CETA grants makes it difficult to plan for program staff and services. Students could not therefore, be scheduled for the CETA-LEA program until funding was assured.

Questions on the Educational Value of Work Experience

The stucture of the work experience is highly related to its acceptability. The value of work experience has been questioned by both LEAs and prime sponsors. Work programs combining work experience with in-class components tend to receive greater support and are approved more easily.

Needs for Additional State Assistance

Additional information is needed from the state on the type of program that would be acceptable for credit.

Limited Number and Quality of Community Job Sites

This is a particular problem in the urban areas because of the number of other CETA and non-CETA work-study programs. In the urban and balance-of-state area there is a shortage of job sites.

Logistics of Program Delivery

Transportation of participants from their schools to work sites and from their regular school to the school where the CETA program is offered is a continuous problem.

Supervision of Work Sites

The degree of supervision and whether the supervision must be by a licensed teacher are questions are questions that are raised in most CETA-LEA program negotiations.

Coordination of Program Staff

It is difficult to coordinate and retain program staff because they are hired by the school system and they may be paid on the same schedule, but do not have the same benefits.

Academic Deficits of Applicants

It is difficult to develop an effective in-class portion to the program and obtain appropriate positions for students who have low basic skills.

Suggested State and Local Actions

Based on the experiences of the Maryland programs a number of suggested actions follow:

- Transition services that can be delivered on a short-term basis should be increased, e.g., for one academic quarter of following graduation.
- Work experience should be provided within a comprehensive program of employability skills training. For some students work experience alone does not provide job readiness.
- Participants need supervision by youth program staff while in work experience. A staff person should be located in each school in which the program is operated.
- Follow-up with participants is necessary after program completion, after termination from the program, and following high school graduation.
- The number of participants drawn from school in the program should be maximized to alleviate problems of coordination of services, transportation, and use of program staff.
- Local programs need better methods of assessing and evaluating program outcomes.
- Local school administrators and CETA staff should work together to resolve the funding cycle problem. Schools should attempt to lend as much stability to the program as possible within the constraints that the timing of CETA funding imposes.
- Local school systems could work with prime sponsors to develop a policy that would allow learning experiences gained in CETA-supported alternative schools or basic skills classes to be transferred for credit to the school system.

- The State Board of Education has approved an external diploma program and the State Department of Education has employed a staff specialist to carry out the program.

- The State Manpower Planning Office has awarded the State Department of Education a contract which will provide a vocational counselor-CETA liaison person in each of the balance-of-state LEAs.

- The State Department of Education has operated, for the second year, an Experience Based Career Education program with training tailored to meet CETA program needs.

- Under State Department of Education leadership, five LEAs have planned and are operating school-community multi-service centers. These centers provide a variety of programs and services, many of which relate directly to the needs of CETA clients.

- Local and CETA staff have indicated that the primary action the State Department of Education can take is to provide an intermediary, or interpreter between CETA prime sponsors and school districts. The State Department could also initiate research analysis of procedures for overcoming the problems associated with the timing of annual CETA fundings to devise ways of enrolling students in CETA programs and awarding academic credit within the normal school year.

Appendix A-4
MINNESOTA STATE DEPARTMENT OF EDUCATION

The following resolution was adopted by the Minnesota State Board of Education on May 14, 1979. For further information contact the CETA-Education Linkage Unit at 612/296-9295.

WHEREAS the CETA system and the education system include many common objective; and

WHEREAS funding sources are present within both systems and can be blended to meet employability and training objectives common to both systems; and

WHEREAS cooperative planning increases the ability of both systems to provide more comprehensive services; and

WHEREAS cooperation in planning and service delivery can result in effective and efficient use in meeting student/client needs; and

WHEREAS Minnesota schools and prime sponsors have served as national leaders in developing these cooperative programs; and

WHEREAS the Minnesota Department of Education and Department of Economic Security have provided the nation with a model for cooperation at the state agency level; and

WHEREAS THE CETA Amendments of 1978, the U.S. Department of Labor and U.S. Department of Health, Education and Welfare are encouraging such cooperative efforts to continue and to expand;

THEREFORE BE IT RESOLVED that the Minnesota State Board of Education (Minnesota State Board for Vocational Education) commends the Minnesota CETA prime sponsors and Minnesota Education agencies for their efforts to collaborate in program planning, development and implementation.

BE IT FURTHER RESOLVED that the State Board encourages this linkage of purpose, objectives, and resources to continue and to expand between CETA/Economic Security agencies and education agencies within the state of Minnesota.

BE IT FURTHER RESOLVED that the State Board supports the efforts of staff from the Department of Education in providing technical assistance and staff training to local educational agencies who wish to embark on cooperative ventures.

BE IT FURTHER RESOLVED that the State Board encourages that CETA-education cosponsored programs affirmatively provide services to females and minorities as well as to other youth and adults.

BE IT FURTHER RESOLVED that the State Board directs the State Department of Education to strive to act as a model of interagency cooperation.

BE IT FURTHER RESOLVED that the State Board supports efforts of the Minnesota CETA-education Task Force under the sponsorhsip of the National Association of State Boards of Education in encouraging cooperative planning and meshing fiscal recordkeeping systems.

BE IT FURTHER RESOLVED that the State Board supports the efforts of local school boards and educational administrators to assume responsibility for providing support, training, and assistance to local program personnel in implementing CETA-education cosponsored programs.

Appendix A-5

Planning Together: A Guide for CETA and Education Program Planners

Executive Summary

Minnesota's report is a guide for CETA and LEA program planners which describes what is involved in jointly planning and administering CETA-youth programs. The general goal of the handbook is to encourage constructive shared decision-making and indicate ways to increase the effective use of financial resources. The handbook focuses on five aspects of joint planning: understanding of each other's system, process to faciliate joint planning, time schedules, budget and formal agreements.

Understandings each other's system

This is considered particularly important given such factors as:

- each agency has its own acronyms and methods of operation.
- each agency tends to assume that its functions and responsibilities are known and understood by other agencies.
- each agency tends to have a traditional view or opinion of the other agency.

These areas are discussed in some detail and techniques give designed to promote greater understand up among LEAs and CETA Prime Sponsors.

Process to facilitate joint plannings

The handbook begins the discussion on the nature of cooperation and recommends that a facilitator position be written into the budget or that a key person from each system be identified to serve as a coleader in the joint planning process.

Time schedules

The time involved in joint planning is estimated as six to eight months. A school's planning period usually begins in December or January while prime sponsor plans must be ready for public review from July to September. The stages of the planning period are further described in the publication.

Budget

CETA expenses are generally considered client oriented while education expenses are system oriented. This results in different budget divisions and definitions. The particular problem inherent in this as well as some possible solutions are described in some detail with examples of a local program budget.

Agreements

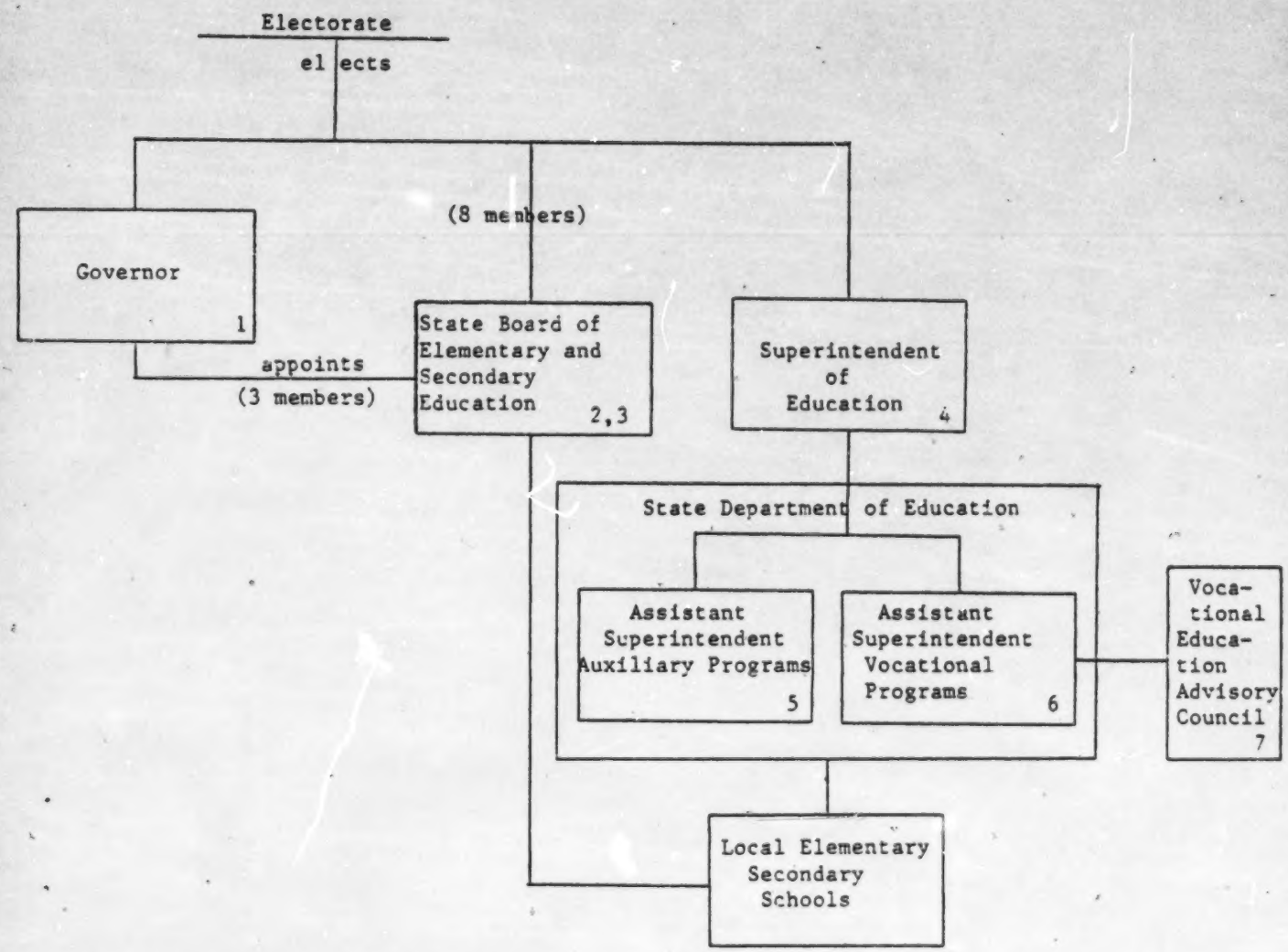
One way to increase the effectiveness of any CETA-LEA cosponsored project is through a linkage agreement or contract. This is a philosophical and legal contract which indicates the contributory activities and mutual goals. There is no prescribed format for an agreement but it is recommended that it include: the purposes and expected outcomes of the project, expected resources and participants which will be served. It is also suggested that it be signed by at least two representatives: the representative of the political subdivision area of the prime sponsor and a representative from the local school district.

The handbook is written in layman's terms and interspersed with cartoons which emphasize the points made in the narrative. Appendices include information on data forms, coding systems, sample budgets, agreements and worksheets.

APPENDIX B

FIGURE 1

LOUISIANA ELEMENTARY-SECONDARY CONTACTS



Key 1-7:
Persons occupying these positions are listed on page B-2.

B-2

LOUISIANA ELEMENTARY-SECONDARY CONTACTS

(Numbers relate to Figure 1)

1. Hon. Edwin Edwards
   Governor of Louisiana
   State Capitol, P.O. Box 44004
   Baton Rouge, LA 70804
   504/389-5281

2. James T. Soileau
   Executive Director
   State Board of Elementary & Secondary Education
   P.O. Box 44064
   Captiol Station
   Baton Rouge, LA 70804
   504/342-5840

3. Louis Watkins
   Chairman, State Board of Elementary & Secondary Education
   P.O. Box 5095
   Houma, LA 70360
   504/868-2333

4. Kelly Nix
   Supt. of Education
   P. O. Box 44064
   Baton Rouge, LA 70804
   504/342-3602

5. Melvet Dangerfield
   Asst. Supt., Division of Auxiliary Programs
   State Department of Education
   P.O. Box 44064
   Baton Rouge, LA 70804
   504/342-3563

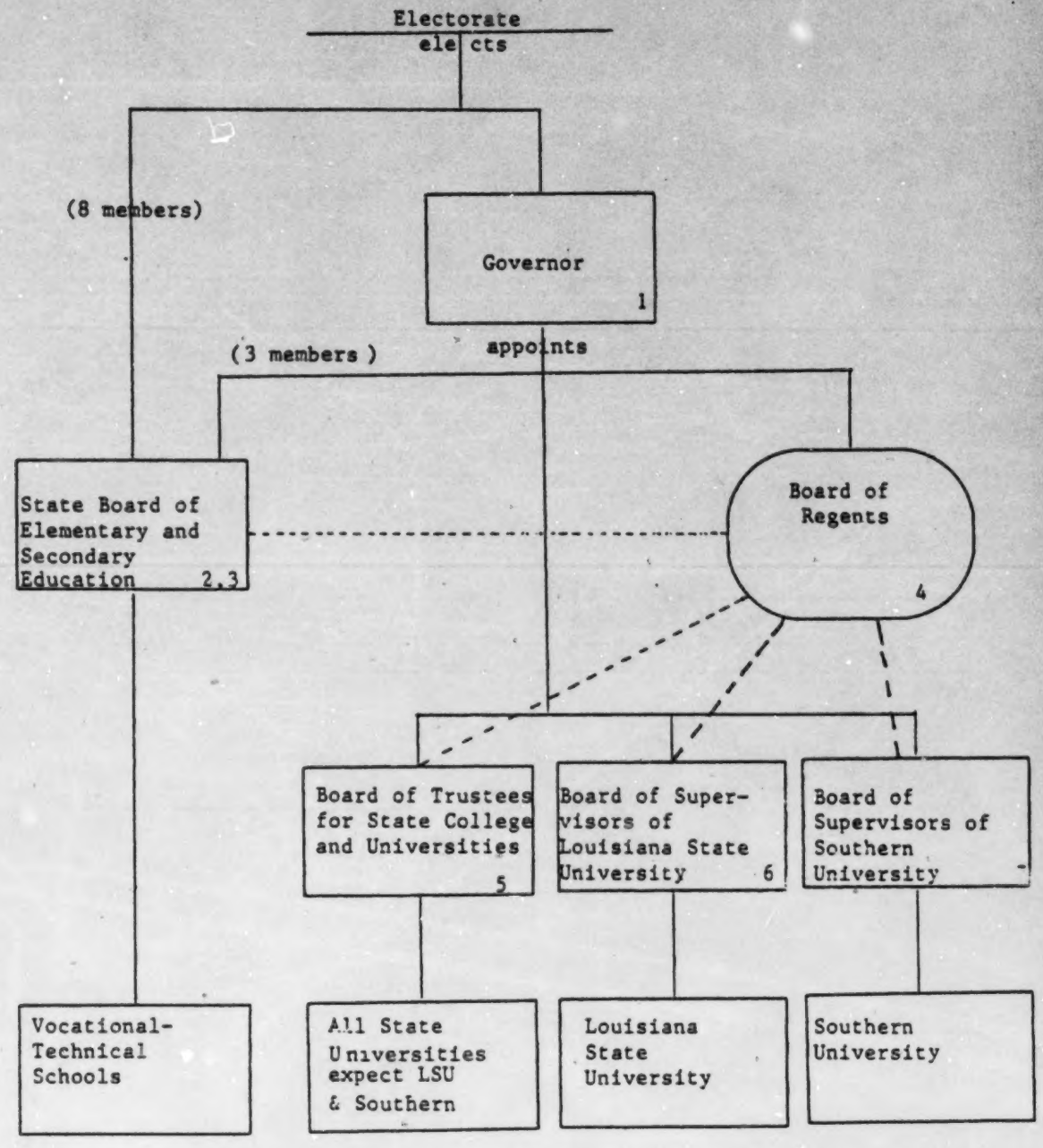
6. Dr. James Stafford
   Assistant Supt., Division of Vocational Programs
   State Department of Education
   P.O. Box 44064
   Baton Rouge, LA 70804
   504/342-3522

7. Michael Moon
   Executive Director
   Vocational Education Advisory Council
   P.O. Box 44064
   Baton Rouge, LA 70804
   504/342-3542

FIGURE 2

B-3

LOUISIANA POSTSECONDARY CONTACTS



Key 1-7:
Persons occupying these positions are listed on page B-4.

Dotted line indicates coordination

B-4

LOUISIANA POSTSECONDARY CONTACTS

(Numbers relate to Figure 2)

1. Hon. Edwin Edwards
   Governor of Louisiana
   State Capitol, P.O. Box 44004
   Baton Rouge, LA 70804
   504/389-5281

2. James V. Soileau
   Executive Director
   State Board of Elementary and
   Secondary Education
   P.O. Box 44064
   Capitol Station
   Baton Rouge, LA 70804
   504/342-5840

3. Louis Watkins
   Chairman
   State Board of Elementary and
   Secondary Education
   P.O. Box 5095
   Houma, LA 70360
   504/868-2333

4. Dr. William Arceneaux
   Commissioner of Higher Education
   Louisiana Board of Regents
   P.O. Box 44362
   Baton Rouge, LA 70804
   504/342-4253

5. Dr. William J. Junkin, Jr.
   Executive Director
   Board of Trustees
   One American Place, Suite 1412
   Baton Rouge, LA 70825
   504/342-6950

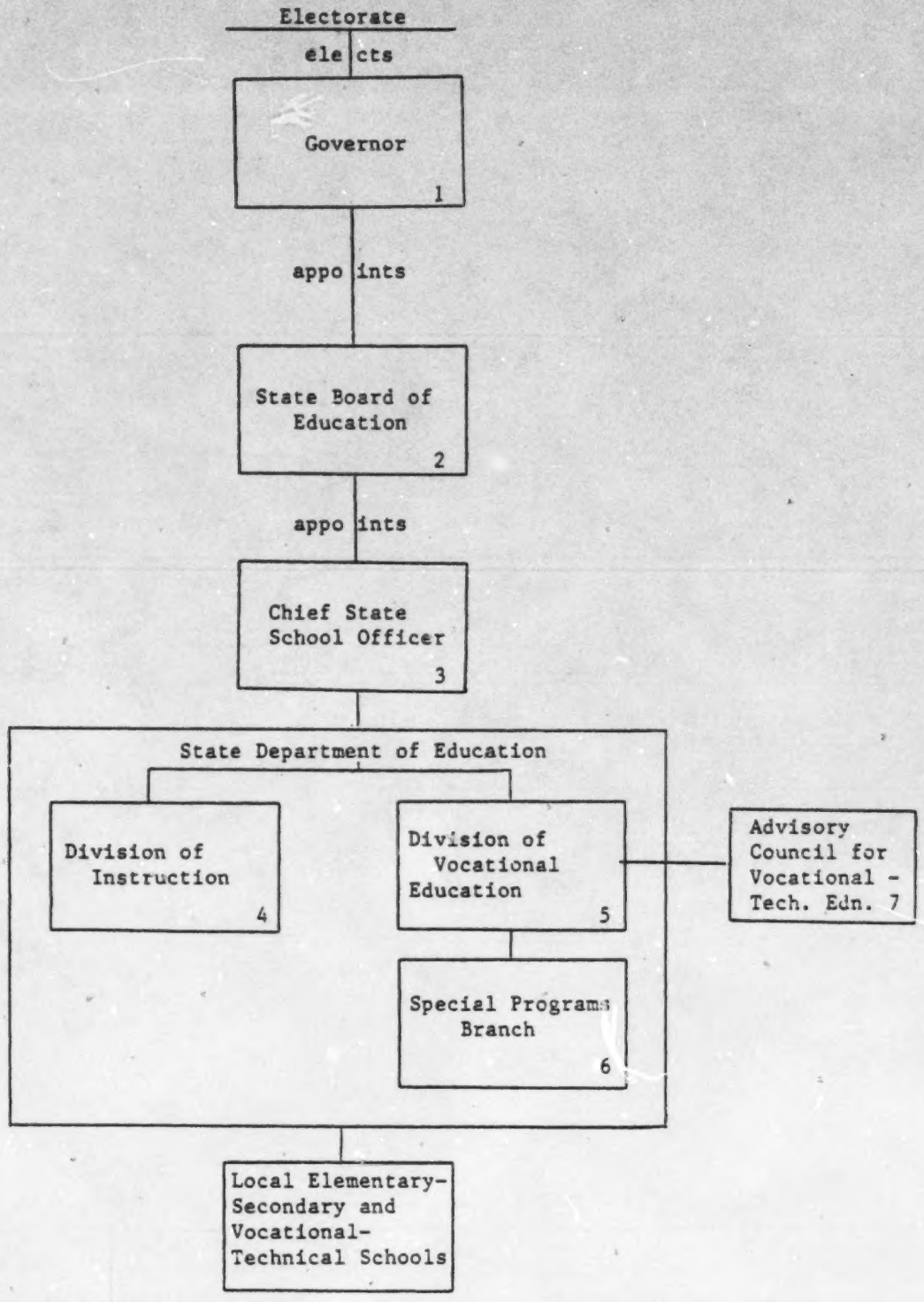
6. Mrs. Kitty B. Strain
   Administrative Secretary
   Board of Supervisors
   Louisiana State University
   P.O. Box J G
   Baton Rouge, LA 70893
   504/388-2093

7. Mrs. Henrietta H. Vessel
   Administrative Secretary
   Board of Supervisors
   Southern University
   P.O. Box 10879
   Baton Rouge, LA 70803
   504/771-4600

FIGURE 3

B-5

MARYLAND ELEMENTARY - SECONDARY CONTACTS



KEY 1-7:
Persons occupying each of these positions are listed on page B-6 .

B-6

MARYLAND ELEMENTARY - SECONDARY CONTACTS

(Numbers relate to Figure 3)

1. Hon. Harry Hughes
   Governor of Maryland
   State House
   Annapolis, MD 21404
   301/269-3901

2. William G. Sykes
   President
   Maryland State Board of Education
   1100 N. Eutau St., Rm. 610
   Baltimore, MD 21201
   301/383-3472

3. David Hornbeck
   Superintendent of Education
   Maryland State Department of Education
   P.O. Box 8717
   Baltimore, MD 21240
   301/796-8300

4. Richard Deasy
   Asst.Supt. for Instruction
   Maryland State Department of Education
   P.O. Box 8717
   Baltimore, MD 21240
   301/796-8300 Ext. 510

5. Addison Hobbs
   Asst. Supt. for Vocational Education
   Maryland State Department of Education
   P.O. Box 8717
   Baltimore, MD 21240
   301/796-8300 Ext. 256

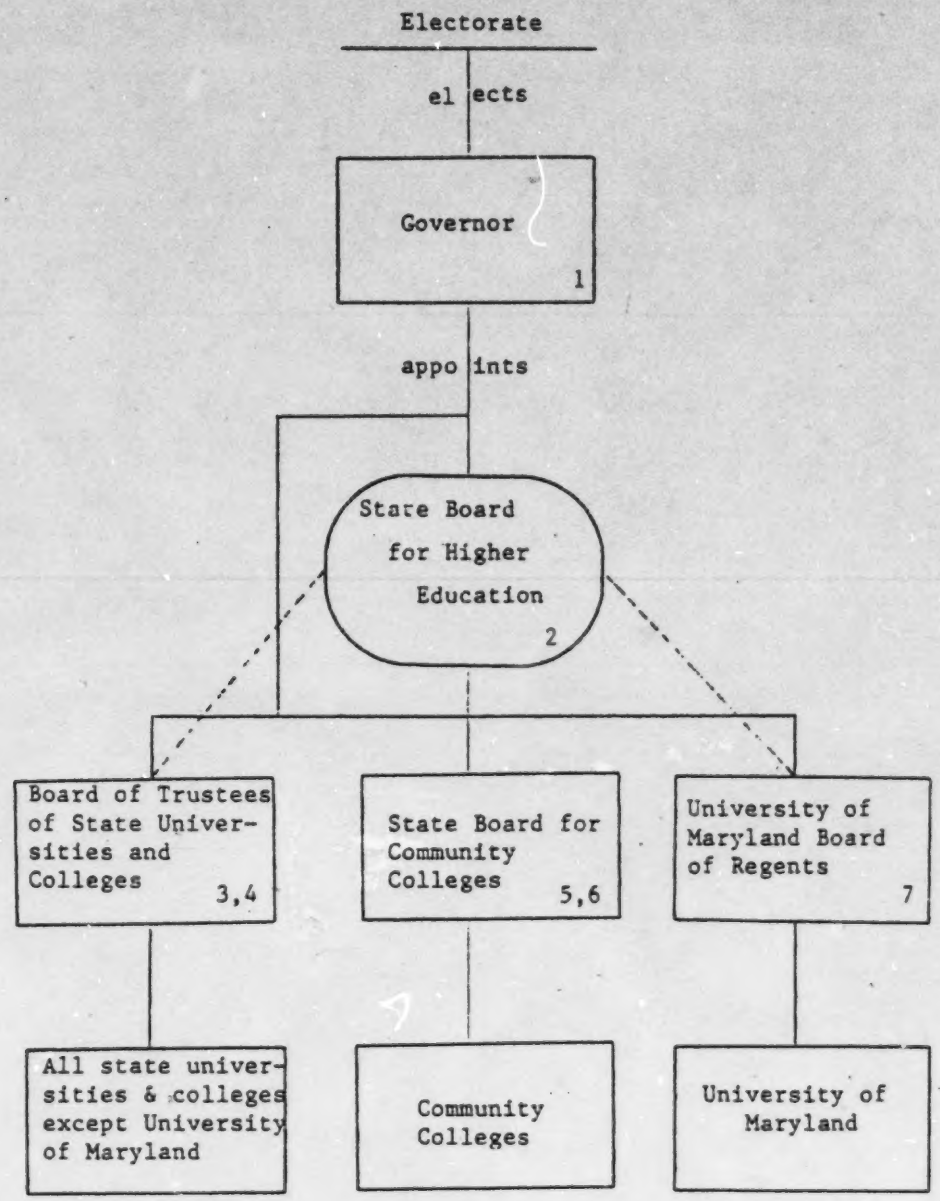
6. Warren Smeltzer
   Chief, Special Programs Branch
   Maryland State Department of Education
   P.O. Box 8717
   Baltimore, MD 21240
   301/796-8300 Ext. 402

7. Michael R. Morton
   Executive Director
   Maryland State Advisory Council on
   Voc-Tech. Education
   Jeffrey Building, 3rd Floor
   16 Francis Street
   Annapolis, MD 21401
   301/269-2885

FIGURE 4

B-7

MARYLAND POSTSECONDARY CONTACTS



KEY 1 - 7:
Persons occupying each of these positions are listed on page B-8 .

MARYLAND POSTSECONDARY CONTACTS

(Numbers relate to Figure 4)

1. Hon. Harry Hughes
   Governor of Maryland
   State House
   Annapolis, MD 21404
   301/269-3901

2. Dr. Sheldon Knorr
   Commissioner, State Board for
   Higher Education
   16 Francis Street
   Annapolis, MD 21401
   301/269-2971

3. Dr. Jean Spencer
   Executive Director
   Board of Trustees of State Universities
   and Colleges
   16 Francis Street
   Annapolis, MD 21401
   301/269-3971

4. Charles Foelber
   Chairman, Board of Trustees of State Universities
   and Colleges
   16 Francis Street
   Annapolis, MD 21401
   301/269-3971

5. Dr. Brent M. Johnson
   Executive Director
   Maryland State Board for Community
   Colleges
   16 Francis Street
   Annapolis, MD 21401
   301/269-2881

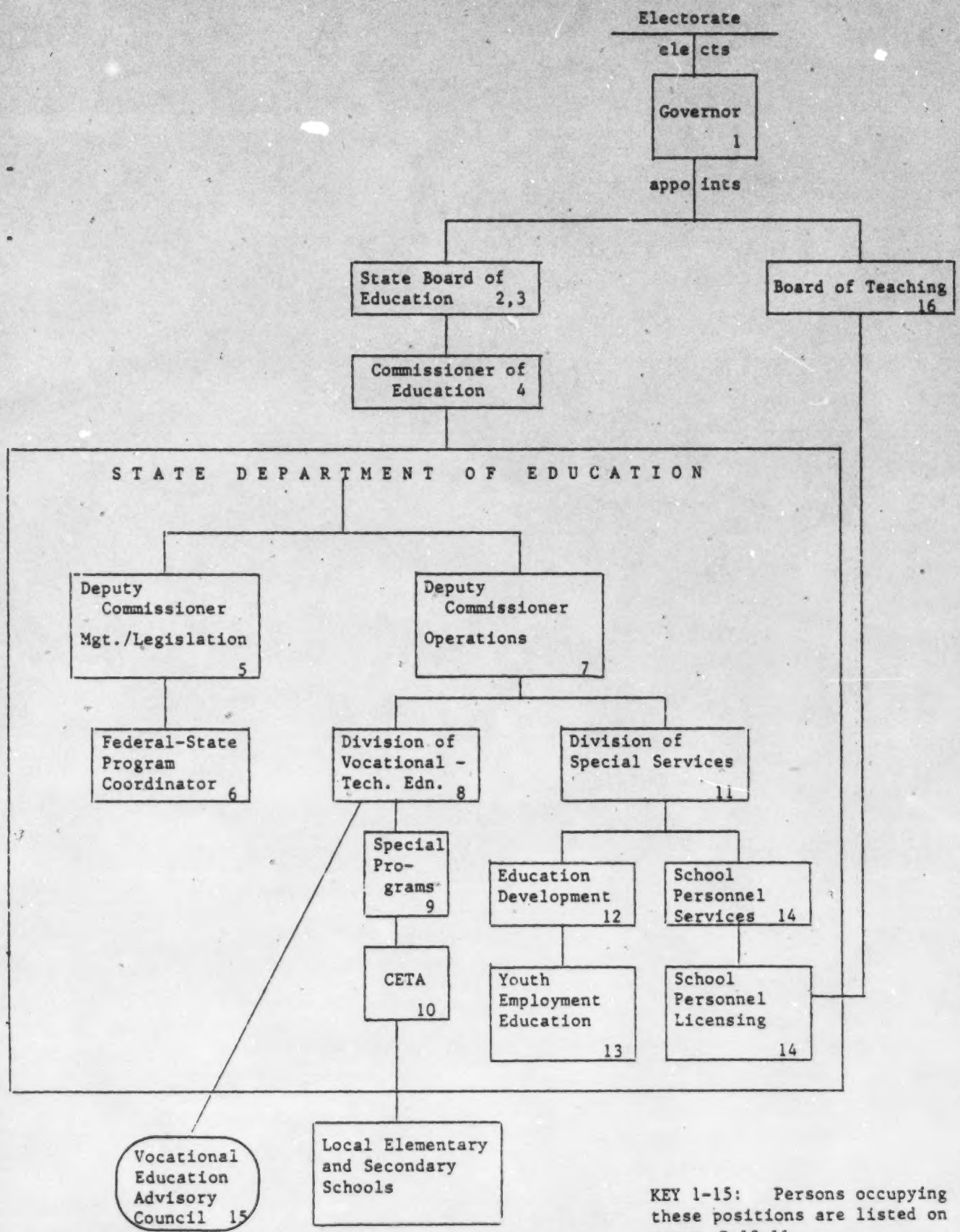
6. Dr. Clifford Beck
   Chairman
   Maryland State Board for Community
   Colleges
   16 Francis Street
   Annapolis, MD 21401
   301/269-2881

7. Dr. B. Herbert Brown
   President, University of Maryland Board
   of Regents
   29 S. Greene Street
   Baltimore, MD 21201
   301/528-7000

FIGURE 5

B-9

MINNESOTA ELEMENTARY-SECONDARY CONTACTS



KEY 1-15: Persons occupying these positions are listed on pages B 10-11

MINNESOTA ELEMENTARY - SECONDARY CONTACTS

(Numbers relate to Figure 5)

1. Hon. Albert Quie
   Governor of Minnesota
   State Capitol
   St. Paul, MN 55155
   612/296-3391

2. Dr. Erling Johnson
   President, State Board of Education
   832 Eastwood Lane
   Anoka, MN 55303
   612/427-1442

3. Lou Smerling
   Representative-Governor's Council
   on Employment and Training
   Member, State Board of Education
   2552 W. Lake of the Isles Blvd.
   Minneapolis, MN 55405
   612/831-5844

4. Mr. Howard B. Casmey
   Commissioner, State Department
   of Education
   Capitol Square
   500 Cedar Street
   St. Paul, MN 55101
   612/296-2358

5. Dr. John Maas
   Deputy Commissioner Management/Legislation
   State Department of Education
   Capitol Square
   500 Cedar Street
   St. Paul, MN 55101
   612/296-3116

6. Vacancy
   Director, Federal-State
   Program Coordination
   State Department of Education
   Capitol Square
   500 Cedar Street
   St. Paul, MN 55101
   612/296-3271

7. Von Valletta
   Deputy Commissioner: Operations
   State Department of Education
   Capitol Square
   500 Cedar Street
   St. Paul, MN 55101
   612/296-2774

8. Robert Van Tries
Assistant Commissioner
Division of Vocational-Technical Education
State Department of Education
Capitol Square
500 Cedar Street
St. Paul, MN 55101
612/296-3994

9. Art Vadnais
Director, Special Programs and Services
Division of Vocational-Technical Education
State Department of Education
500 Cedar Street
St. Paul, MN 55101
612/296-3753

10. Terry Ambrose
Supervisor, CETA Unit
Division of Vocational - Technical Education
500 Cedar Street
St. Paul, MN 55101
612/296-3753

11. Dr. Greg Waddick
Assistant Commissioner
Division of Special Services
State Department of Education
500 Cedar Street
St. Paul, MN 55101
612/296-5061

12. Dr. Gayle Anderson
Education Development Manager
Division of Special Services
State Department of Education
500 Cedar Street
St. Paul, MN 55101
612/296-5076

13. Joleen Durken
Youth Employment Education Unit Supervisor
Division of Special Services
State Department of Education
500 Cedar Street
St. Paul, MN 55101

14. Dr. George Droubie
School Personnel Services Manager
State Department of Education
500 Cedar Street
St. Paul, MN 55101
612/296-2046

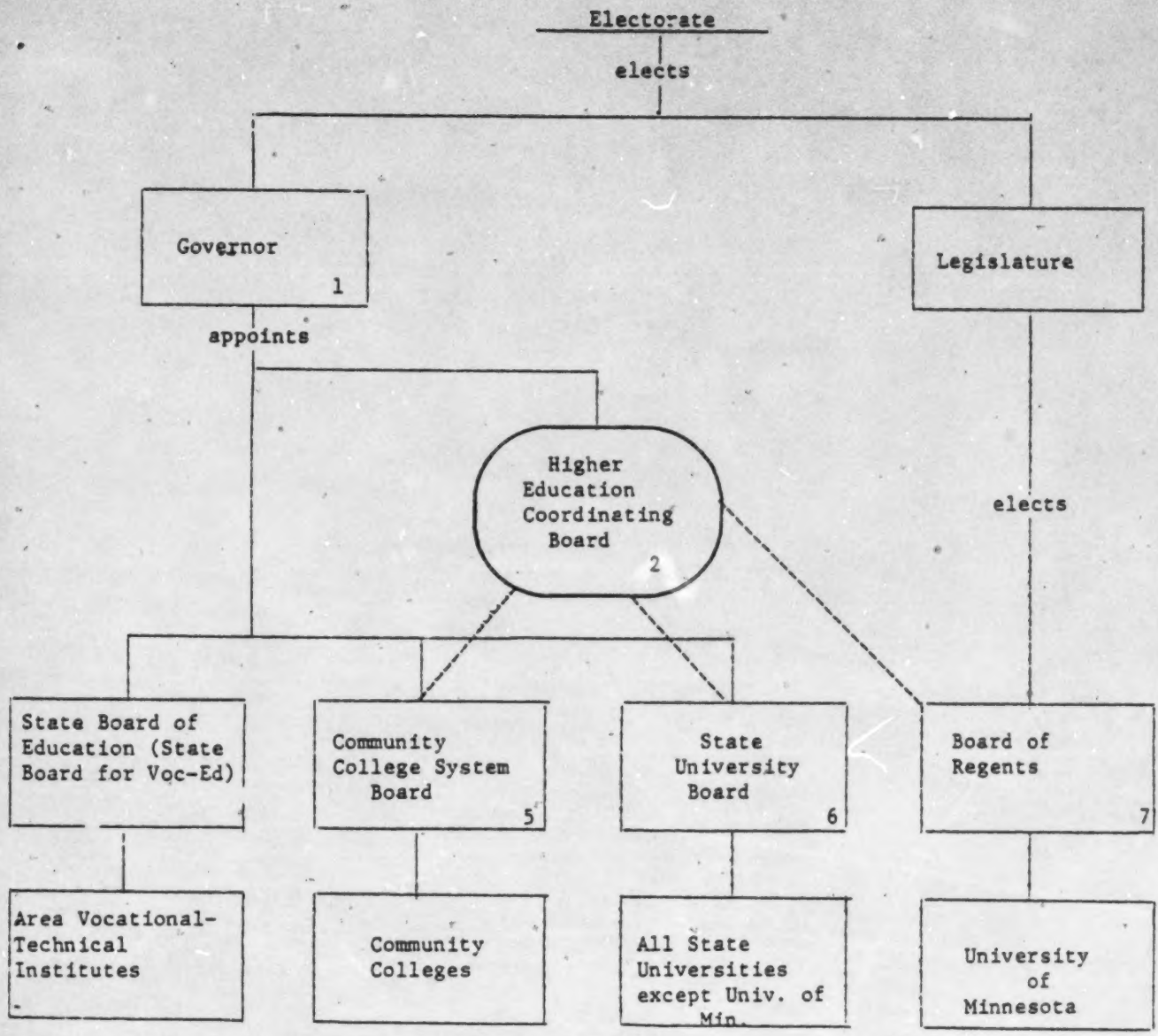
15. James Pengra
Chairman, Vocational Education Advisory Council
6800 France Avenue, South
Suite 257
Minneapolis, MN 55435
612/927-9796

16. Ken Peatross
Executive Secretary
Board of Teaching
Room 607, Capitol Square
500 Cedar Street
St. Paul, MN 55101
612/296-2415

FIGURE 6

B-12

MINNESOTA POSTSECONDARY CONTACTS



KEY 1-7: Persons occupying these positions are listed on page B-13.

B-13

MINNESOTA POSTSECONDARY CONTACTS

(Numbers relate to Figure 6)

1. Hon. Albert Quie
   Governor of Minnesota
   State Capitol
   St. Paul, MN 55155
   612/296-3391

2. Dr. Clyde R. Ingle
   Executive Director
   Higher Education Coordinating Board
   Room 400 Capitol Square
   500 Cedar Street
   St. Paul, MN 55101
   612/296-9665

3. Dr. Erling Johnson
   President, State Board of Education
   832 Eastwook Lane
   Anoka, MN 55303
   612/427-1442

4. Lou Smerling
   Representative - Governor's Council
   on Employment and Training
   Member, State Board of Education
   2552 W. Lake of the Isles
   Minneapolis, MN 55405
   612/831-5844

5. Dr. Phillip Helland
   Chancellor
   Community College System Board
   Room 30 Capitol Square
   500 Cedar Street
   St. Paul, MN 55101
   612/296-3356

6. Dr. Gary Hays
   Chancellor
   State University Board
   Room 407 Capitol Square
   500 Cedar Street
   St. Paul, MN 55101
   612/296-3716

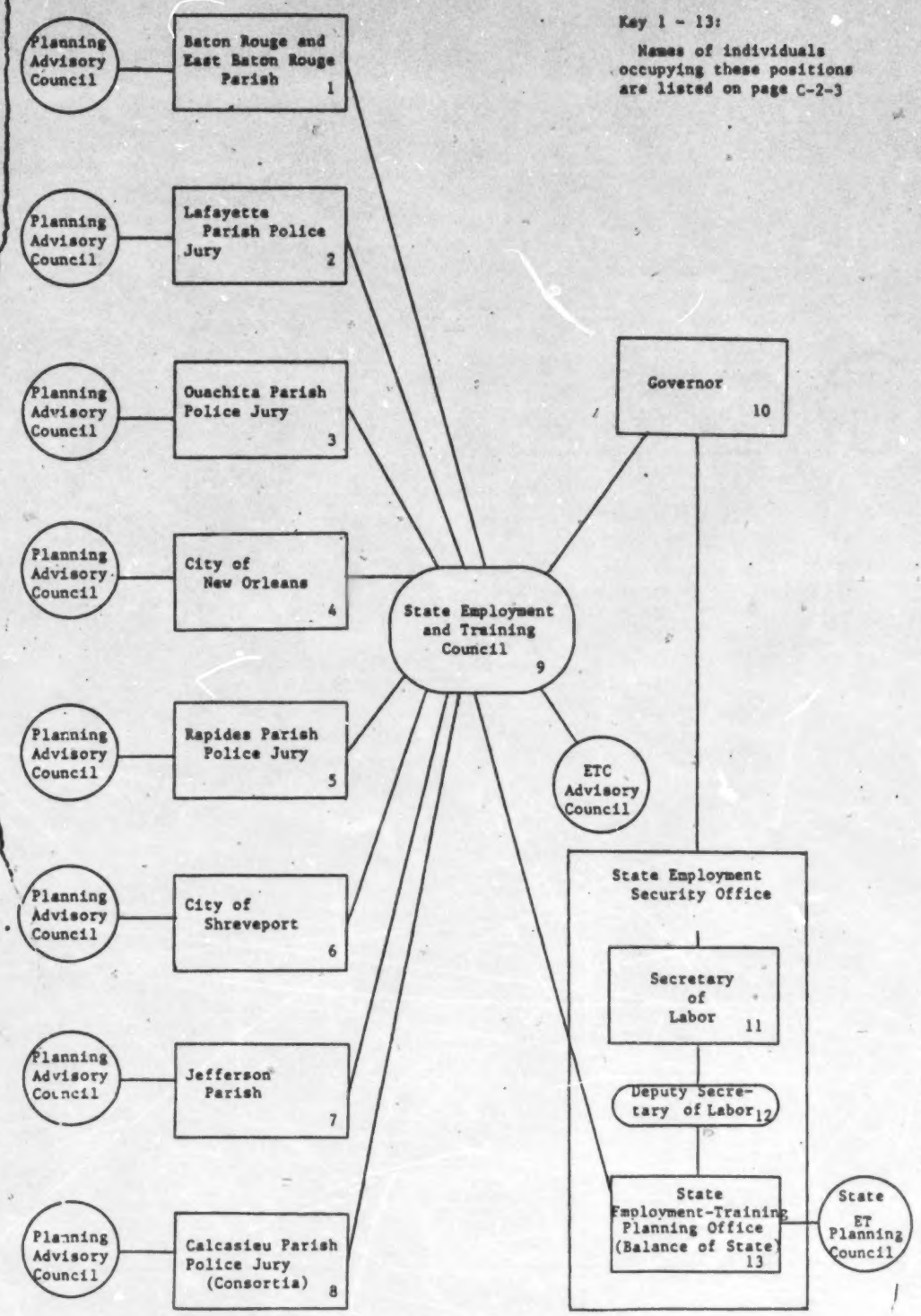
7. Dr. Peter Magrath
   President
   Board of Regents
   202 Morill
   University of Minnesota
   Minneapolis, MN 55455
   612/373-2025

APPENDIX C

FIGURE 7

C-1

LOUISIANA CETA CONTACTS


Planning Advisory Council
Baton Rouge and East Baton Rouge Parish 1
Planning Advisory Council
Lafayette Parish Police Jury 2
Planning Advisory Council
Ouachita Parish Police Jury 3
Planning Advisory Council
City of New Orleans 4
Planning Advisory Council
Rapides Parish Police Jury 5
Planning Advisory Council
City of Shreveport 6
Planning Advisory Council
Jefferson Parish 7
Planning Advisory Council
Calcasieu Parish Police Jury (Consortia) 8
State Employment and Training Council 9
Governor 10
ETC Advisory Council
State Employment Security Office
Secretary of Labor 11
Deputy Secretary of Labor 12
State Employment-Training Planning Office (Balance of State) 13
State ET Planning Council

Key 1 - 13:

Names of individuals occupying these positions are listed on page C-2-3

LOUISIANA CETA CONTACTS

(Numbers relate to Figure 7)

1. Leo Turner
   Manpower Director
   Mayor's Office of Employment and Training
   222 St. Louis Street, Suite 330
   Governmental Building
   Baton Rouge, LA 70821
   (504) 389-3097

2. L. L. (Lee) Broussard, Director
   Lafayette Parish Employment and Training Program
   Lafayette Parish Courthouse, Room 503
   Lafayette, LA 70501
   (318) 233-8300

3. Steve Mansur, ETA Director
   Ouachita Parish Police Jury
   300 Essex House
   141 DeSiard
   Monroe, LA 71201
   (318) 388-2083

4. Wayne Dupree, OMED Director
   City of New Orleans
   1300 Perdido Street, Room 8E06
   New Orleans, LA 70112
   (504) 586-4678

5. Terry Bounds
   Director of Manpower Programs
   Rapides Parish Police Jury
   P. O. Box 7556
   Alexandria, LA 71301
   (318) 445-7386

6. William C. Vandiver
   Director of Special Programs
   Office of Manpower Programs
   City of Shreveport
   P. O. Box 31109
   Shreveport, LA 71130
   (318) 226-6296

Louisiana CETA Contacts (cont'd)

7. Joseph S. Maggiore, Executive Director
Office of Manpower Programs
Jefferson Parish
7809 Airline Highway
Metaire, LA 70003
(504) 738-1200

8. Linda Roddy, Director of Manpower Programs
Calcasieu Parish Police Jury
2911 Ryan Street
Lake Charles, LA 70601
(318) 439-5711

9. F. Wallace Guerin, Chief
State Employment and Training Council
P. O. Box 44094
Capitol Station
Baton Rouge, LA 70804
(504) 925-4377

10. Honorable Edwin Edwards
Governor of Louisiana
State Capitol, P. O. Box 44004
Baton Rouge, LA 70804
(504) 389-5281

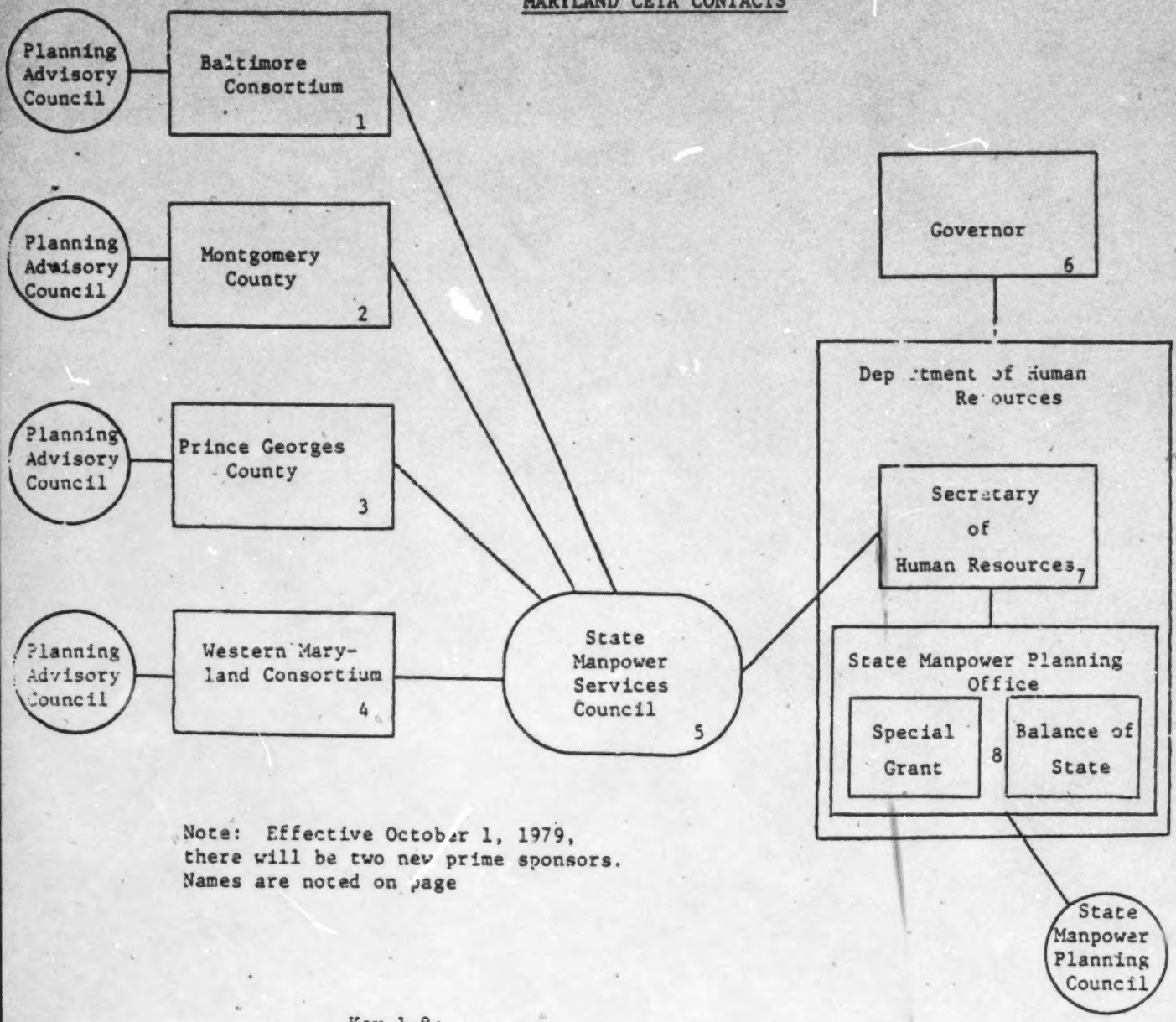
11. Thomas M. Lockwood, Secretary of Labor
Louisiana Department of Labor
P. O. Box 44094
Baton Rouge, LA 70804
(504) 342-3111

12. David Sels, Deputy Secretary of Labor
Louisiana Department of Labor
P. O. Box 44094
Baton Rouge, LA 70804
(504) 342-3013

13. Tom Armatta, Director of CETA Balance of State
Louisiana Office of Employment Security
P. O. Box 44094
Baton Rouge, LA 70804
(504) 925-4220

FIGURE 8

MARYLAND CETA CONTACTS



Note: Effective October 1, 1979, there will be two new prime sponsors. Names are noted on page

Key 1-8:

Names of individuals occupying these positions are listed on page C-5.

MARYLAND CETA CONTACTS

(Numbers relate to Figure 8)

1. Mrs. Marion Pines, Director
Mayor's Office of Manpower Resources
701 St. Paul Street
Baltimore, MD 21202
(301) 396-5558

2. David W. Goehring, Chief
Division of Labor Services
8113 Fenton Street
Silver Spring, MD 20910
(301) 565-7758

3. Mr. John Mann, Personnel Officer
County Administration Building
14741 Governor Oden Bowie Drive
Upper Marlboro, MD 20870
(301) 952-3631

4. Peter Thomas, Director
Western Maryland Manpower Consortium
43 Summit Avenue
Hagerstown, MD 21740
(301) 791-3076

5. William G. Sykes, Acting Chairman
State Manpower Services Council
1100 North Eutaw Street
Baltimore, MD 21201
(301) 383-3472

6. Honorable Harry R. Hughes
Governor of Maryland
State House
Annapolis, MD 21404
(301) 269-3901

7. Kalman R. Hettleman, Secretary
Department of Human Resources
1100 North Eutaw Street
Baltimore, MD 21201
(301) 383-5528

8. Joel M. Matz, Director
State Manpower Planning Office
1123 North Eutaw Street
Baltimore, MD 21201
(301) 383-5551

New prime sponsors as of October 1, 1979:

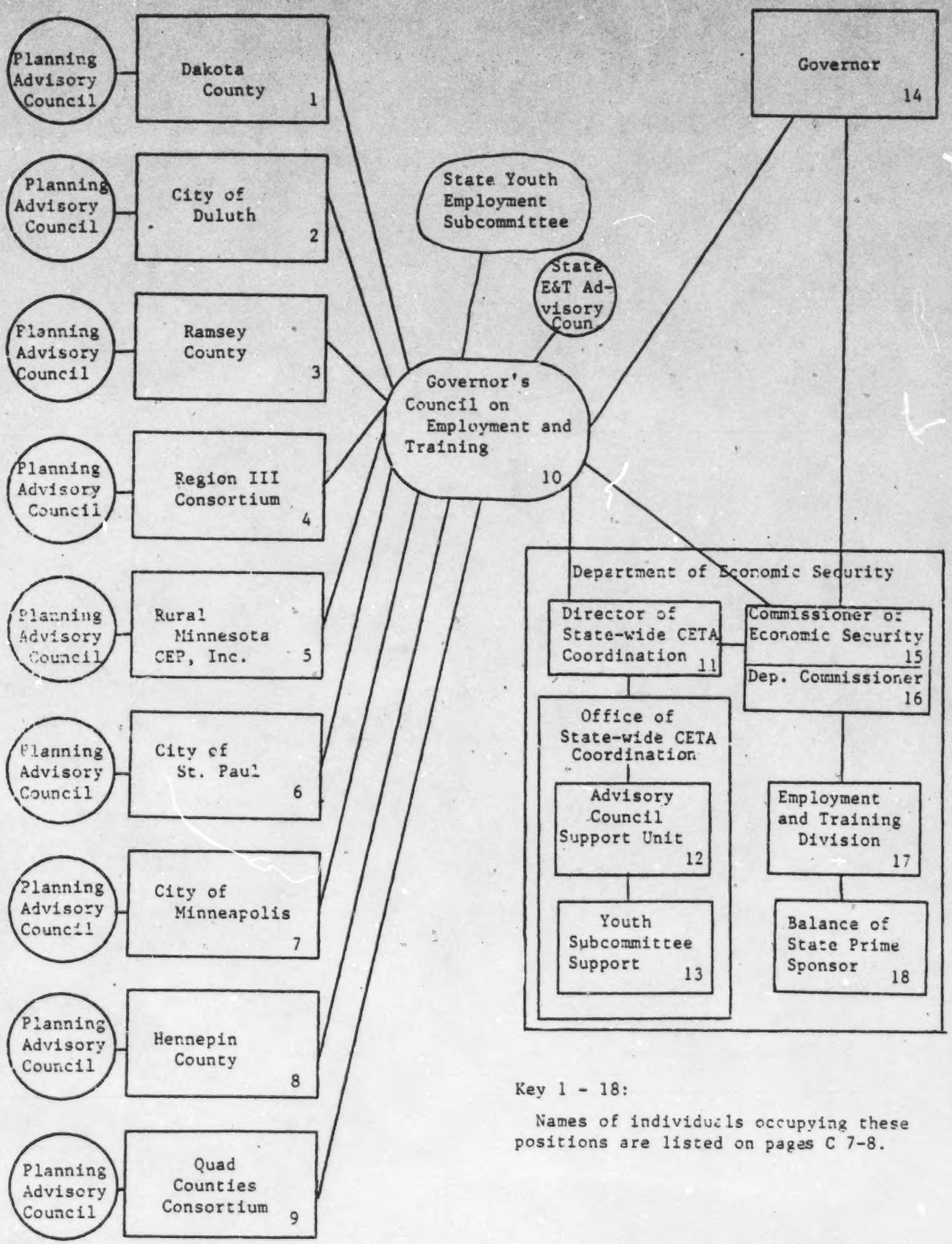
Ms. Myra Shapiro, Director
Baltimore County CETA/PSE Administration
Jefferson Building, Suite 303
Towson, MD 21204
(301) 494-2008

Ms. Kathleen Hall, Director
Frederick County CETA
12 East Church Street
Frederick, MD 21701
(301) 694-1173

FIGURE 9

C-6

MINNESOTA CETA CONTACTS



Key 1 - 18:

Names of individuals occupying these positions are listed on pages C 7-8.

MINNESOTA CETA CONTACTS
(Numbers relate to Figure 9)

1. Percy Zachary, Director
Dakota County Manpower Planning
750 South Plaza Drive, Room 314
Mendota Heights, MN 55120
(612) 452-5700

2. Robert Hoch, Director
Employment and Training Services
317 City Hall
Duluth, MN 55802
(218) 723-3576

3. Chris Larsen, Acting Director
Ramsey County Manpower Planning
905 Parkway Drive
Maplewood, MN 55106
(612) 778-2900

4. Dennis Wain, Director
Region III - CETA Consortium
Midway School, Vermillion Drive
Virginia, MN 55792
(218) 749-1274

5. Larry Buboltz, Director
Rural Minnesota CEP, Inc.
819 Lincoln Avenue
Detroit Lakes, MN 56501
(218) 847-9205

6. Richard Thorpe, Director
City of St. Paul Manpower Building
310 Cedar Street
St. Paul, MN 55101
(612) 298-4904

7. Ms. Donna Harris, Director
Minneapolis Manpower
Room 210½, City Hall
Minneapolis, MN 55415
(612) 348-2606

8. William C. Brumfield, Director
Hennepin County CETA Services
Hennepin County Government Center
A-2310-300 South 6th Street
Minneapolis, MN 55487
(612) 348-5203

9. James Shipman, Director
Quad Counties Consortium
Metropolitan Inter County Council
Suite 112 - 55 Sherburne Avenue
St. Paul, MN 55103
(612) 227-7651

10. Austin Sullivan, Chairman
Governor's Council on Employment and Training
c/o Office of Statewide CETA Coordination
Department of Economic Security
690 American Center
150 East Kellogg
St. Paul, MN 55101
(612) 296-6050

11. James Dredge, Director
Office of Statewide CETA Coordination
Department of Economic Security
690 American Center
150 East Kellogg
St. Paul, MN 55101
(612) 296-6050

12. David Newman, Director
Advisory Council Support Unit
Office of Statewide CETA Coordination
Department of Economic Security
690 American Center
150 East Kellogg
St. Paul, MN 55101
(612) 296-6050

13. Joyce Walker, Youth Programs Coordinator
Advisory Council Support Unit
Office of Statewide CETA Coordination
Department of Econonmic Security
690 American Center
150 East Kellogg
St. Paul, MN 55101
(612) 296-6050

Minnesota CETA Contacts (cont'd)

14. The Honorable Albert Quie
Governor of Minnesota
State Capitol
St. Paul, MN 55155
(612) 296-3391

15. Rolf Middleton, Commissioner
Department of Economic Security
390 North Roberts Street
St. Paul, MN 55101
(612) 296-3711

16. Donald M. Buckner, Deputy Commissioner
Department of Economic Security
390 North Roberts Street
St. Paul, MN 55101
(612) 296-3711

17. Jim Haynes, Assistant Commissioner
Employment and Training Division
Department of Economic Security
390 North Roberts Street
St. Paul, MN 55101
(612) 296-3711

18. Larry Simmons, Balance of State Prime
Sponsor Director
Department of Economic Security
390 North Roberts Street
St. Paul, MN 55101
(612) 296-3711